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ABSTRACT

This report investigates low academic achievement and high dropout rates among Hispanic female students in San Diego (California) City Schools. The study examines factors contributing to the academic success of high achieving Hispanic female students and looks at causes of lower achievement among other Hispanic females. It also identifies psychological factors contributing to low achievement and suggests the following themes in studies of Hispanic American educational outcomes: (1) dead-end tracking; (2) failure to address the needs of limited English proficient students; and (3) lacks in parent involvement, counseling services, and general support for bilingual education. Nine primary evaluation questions informed the study. The study sample, methodology, and limitations are described. Students were both interviewed and tested to measure academic achievement and self-concept. Results showed that the causes of low achievement are diverse, complicated, and strong. Six areas for further research are described. The results are presented on 12 statistical tables. The appendix, a paper entitled "Review of Literature Concerning Hispanic Female Students," by Elizabeth Weiss, includes a list of 13 references. (AF)

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PART I

San Diego City Schools
PLANNING, RESEARCH, AND EVALUATION DIVISION

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EMPOWERING THE HISPANIC FEMALE IN THE PUBLIC SCHOOL SETTING

PART I

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February 28, 1989

EVALUATION DEPARTMENT REPORT

UD 026 788

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EMPOWERING THE HISPANIC FEMALE IN THE PUBLIC SCHOOL SETTING PART I

Prepared by
Donna G. Davis

February 28, 1989

San Diego City Schools
Planning, Research, and Evaluation Division
Evaluation Department
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SAN DIEGO CITY SCHOOLS
Planning, Research, and Evaluation Division
Evaluation Department

EMPOWERING THE HISPANIC FEMALE IN THE PUBLIC SCHOOL SETTING PART I

February 28, 1989

SUMMARY

ISSUE/CONCERN

Due to lower achievement and higher dropout rates among Hispanic female students overall, a study was designed to: 1) examine factors contributing to the success of high achieving Hispanic female students; and, 2) investigate causes of lower achievement among Hispanic females to find ways to improve the achievement level of the group as a whole and reduce dropout rates.

SUMMARY OF FINDINGS

Literature Review. Certain underlying themes recur in the small amount of literature available on the educational achievement of the Hispanic female. The major themes running throughout the literature seem to be those of racial segregation, linguistic isolation, conditions faced at home and school, need for greater parent involvement from the home interacting with more and better qualified personnel in the school, and a need for specific and proactive programs of support and encouragement for the young Hispanic female. Three other themes or needs documented by the literature affecting the Hispanic female are "dead-end" tracking, failure to address the needs of LEP students, and a general lack of support for bilingual education.

Demographics of the Sample. The data show that almost 26 percent of the sample of Hispanic females studied spoke English as the primary language, while 74 percent considered Spanish as their primary language. However, over 71 percent spoke two or more languages. Over 41 percent attended school in the neighborhood while 59 percent attended in another neighborhood through the VEEP or magnet programs. Among females of all ethnicities in the original sample, Hispanic females had the greatest percent on free or reduced lunch and the greatest number who were nonresident students in their school of attendance. Of those on free or reduced lunch, the greater percent attend school outside their family neighborhood. Almost 13 percent of the sample were identified GATE while 4.3 were identified as receiving some form of assistance from the Special Education program.

Achievement, Results of Surveys. The procedures of the study produced a sample with a cumulative GPA of 2.24. From the total sample a low achieving subset with a GPA of 1.44 and a high achieving subset with 2.60 GPA were chosen for intensive study. The GPA of the low achieving group was significantly lower than the high achieving. There were no significant differences in CTBS scores.

Three instruments were administered to the sample of students: The Non-Cognitive Questionnaire, the Coopersmith Self-Esteem Inventory, and the Classroom

Perception Inventory. The results for the all subscales of the Non-Cognitive Questionnaire were alike for low and high achievers. Two areas, including "expectations that racism will make achievement difficult," and "academic self-confidence," were positively correlated to achievement, as were the results of the Coopersmith Self-Esteem Inventory.

CONCLUSIONS

The review of literature carried out as a part of this study offers insights which deserve careful consideration and study by anyone contemplating proactive intervention strategies to assist in empowering the young Hispanic women in our schools and society. Needs for basic teacher training, are suggested in that if teachers are conscientiously trying to relate to, understand, and teach young Hispanic women without awarenesses, then they are at a considerable handicap.

The perception that the causes of the low academic achievement of the Hispanic female are diverse, complicated, and strong are correct. The idea that this study only begins a process that should be ongoing and continuous is also correct. The need for proactive interventions is documented, and it may be possible to meet that need.

RECOMMENDATIONS TO STAFF

It is recommended that the review of literature and bibliography appended to this report (see Appendix A) be studied and that the conclusions therein be considered carefully to determine what actions might be taken in response. It is further recommended that the review be disseminated through School Operations Division and Area meetings to create awareness and increase knowledge in answering questions and concerns raised by the review.

It is recommended that the findings in both Part I and Part II of this report be reviewed to identify those areas for further research that might be investigated. As a beginning, these are suggested:

- Successful intervention strategies for students whose classroom achievement as reflected by GPA is below that represented by norm-referenced test scores.
- New ways to organize curriculum to ensure mastery in secondary classrooms by underachieving students.
- The relationship of GPA to CTBS results and causes for the disparity where they exist.
- Innovations in the organization of the school year to promote mastery of course content for willing participants.
- Ways to study and modify the motivational and learning patterns of the underachieving Hispanic female.
- Improved instrumentation for studying the relationship of self-esteem and learning.

SAN DIEGO CITY SCHOOLS
Planning, Research, and Evaluation Division
Evaluation Department

EMPOWERING THE HISPANIC FEMALE IN THE PUBLIC SCHOOL SETTING PART I

February 28, 1989

ISSUE/CONCERN

Due to lower achievement and higher dropout rates among Hispanic female students overall, a study was designed to: 1) examine factors contributing to the success of high achieving Hispanic female students; and, 2) investigate causes of lower achievement among Hispanic females to find ways to improve the achievement level of the group as a whole and reduce dropout rates.

BACKGROUND

In the San Diego City Schools Hispanic female students are identified as having lower achievement records and higher dropout rates than most other groups. The literature resounds with themes which address the achievement differential of Hispanic female students and students of other ethnicities. A review of the literature on achievement by Hispanic females served as a background for the basic questions of this study.*

Andrade and Torres identified four psychological factors that have been suggested to account for the low achievement of Hispanic females: self-concept, locus of control, educational and work aspirations and attitudes about family role. With regard to self-concept, they cited a number of studies that attribute the Hispanic females' negative self-concept to group prejudice and institutional racism (Cota-Robles de Suarez, Fu, Padilla and Ruiz, Dueorkin).

Other studies, however, have shown that the self-concept of Hispanic youths to be representative of the general population, if not more positive (Terrazas, Penalosa). Terrazas attributes the conflict in results to "errors" in the operationalization of "self-concept" in earlier studies (which limited the definition of self-concept to academic achievement and aspiration). Overall, those authors found, the only factor that could be linked to low self-concept was low socio-economic status. These authors suggested that low SES (typical of most Hispanic females) along with environmental stressors (discrimination, inferior schools, unemployment) contribute to the low self-esteem when found in Hispanic females.

Several studies found Hispanic females to be more field dependent, which means that they learn best when they are reinforced externally. Their external locus of control was found to be due to their sex and culture (Britain, Kagan, Diaz-Guerrero). Such learners are more accepting of materials as presented, are less tolerant of uncertainty, and tend to force new concepts into existing situations.

*See Appendix A.

Some recent research does not support earlier findings that the situation which Hispanic females find themselves in is attributable to gender and culture (rigid sex role expectations, socialized self-belittlement, etc.). These studies show that educational and work aspirations are as high as those of other females. As mentioned above, only SES has been linked to aspiration and performance, and this link can be seen across all groups, not just Hispanic females.

Earlier research depicted the traditional Hispanic family roles such that males are perceived as superior and females gain status only through marriage (Diaz-Guerrero, Folan and Weigard). The more educated and "acculturated" the family, the more egalitarian the marriage and the more the family emulated Anglo-American families (Thorp, Knowlton). Andrade and Torres say that a survey of the literature suggests that there is no description of "typical" family role attitudes and relations and that "positive adaptations" are made by Hispanic families in response to "environmental and social attitude changes" (Andrade and Torres).

Within the educational setting numerous barriers have been cited. In relation to school placement in classes of Hispanic females, two major categories of external barriers were identified as contributing to inequitable educational opportunities. Lucky found a higher referral rate to special education classes of low SES students regardless of behavior. Mirande and Enriquesa discovered an "unspoken curriculum" for Chicanas. Hispanic females are portrayed in literature as being either "good" (passive, weak, pure) or "bad" (evil, seductive).

Other research indicates that in the work force, Hispanic females can expect many barriers due to stereotyping and sex/race discrimination. Carliner suggested that low occupational achievement among Hispanic females was due to discrimination and a lower quality of education. Baker and Levenson found that a Hispanic female could expect a low starting salary, a minimal increase in salary during her first five years and a five times higher likelihood to initially be unemployed as compared to other women with similar college curriculums. In addition to these factors, the authors also cited poor role models in the mass media.

There was no evidence to suggest that Hispanic females have lower work aspirations. The National Longitudinal and High School and Beyond Surveys found that two-thirds of young Hispanic females plan to be working at age 35. Over half of these hoped to have professional, technical, or administrative positions. In conflict with these aspirations are the expectations of both Hispanic males and females to get married and have large families. The surveys also found Hispanic males to be much less receptive than other males to the idea of women taking on roles outside of the home (Andrade and Torres).

Doyle's review of selected literature on the status of Hispanic/Mexican-American students' educational outcomes points to at least three other important themes:

1. "Dead-end" tracking. The new educational reforms attempting to upgrade the educational system by raising academic requirements, adding more classes, and increasing time spent on "basics" may be segregating students by SES and race. Low SES, minority students who do not meet these new standards are "tracked" into a curriculum of lower standards and expectations. The result of completing this lower quality curriculum is further tracking into vocational education and/or low-paying jobs in the manufacturing or service sectors.

2. Failure to address the needs of LEP students. A 1983 survey found that more than half of minority students reading below the national average were not receiving bilingual or ESL instruction. The fact that 20 percent of Hispanics in grades 1-4 were not at their modal grade and that by grade 12 they are three to four grades below their modal grade is evidence that their needs are not being met. There is not enough flexibility to meet their special needs; rather, the student is "molded" into the "traditional" standard of instruction. This poor "fit" leads to an unsatisfying educational experience.

3. General lack of support for bilingual education, lack of counseling services to detect and counsel "at-risk" children and lack of parental involvement and support.

The studies recounted above serve to point out some of the elements of the educational setting young Hispanic females may face or be affected by, and on which this study was centered. They also help to explain the background for this study.

The project advisors were interested in the cultural and school environmental factors--including those which are motivational and interactional--which promote or discourage student achievement in this group. While the group taken as a whole has a record of lesser achievement than other groups, some of its members have excellent achievement. What are the individual variables which enable students to achieve? Which variables are within the control of the school context; which are poor influences; which are culturally based? To investigate these questions a sub-study has been included, as part of the overall investigation, to compare and contrast high achieving students with low achieving students within the total group.

Statement of the Problem

Hispanic female students have a lower than average achievement level and a higher rate of dropping out of school than most other groups.

Purpose of the Study

The purpose of the study is to:

1. Determine students' perceptions of the achievement environment of the school, perceptions of self, and other influences which affect their study habits and motivation to achieve.

2. Identify non-cognitive factors which predict and/or correlate to achievement.

3. Compare and contrast the attitudes, perceptions and other variables affecting whether students become high achievers, lower achievers, or dropout/potential dropout students.

4. Determine from the findings suggestions of actions that school personnel can take to improve the achievement and motivation of low achieving students in the two target groups.

Evaluation Questions

Primary questions in this study are:

1. What are the demographics of the sample of Hispanic females studied?

2. What are the factors which affect high achievement and low achievement by Hispanic female students in the San Diego Unified School District?

3. How do these factors differ for high achieving and for low achieving Hispanic females?

4. Do the differences found (if any) lead to recommendations concerning actions that school personnel can take to improve the achievement climate and the achievement of Hispanic female students?

5. Does the Hispanic female's ability to deal with racism as measured by the Non-Cognitive Questionnaire (NCQ) correlate to achievement as shown by grade point average (GPA) or as shown by Comprehensive Tests of Basic Skills (CTBS) scores in mathematics and reading?

6. Does academic self-concept of Hispanic females as measured by the NCQ correlate to achievement as shown by GPA or as shown by CTBS scores in mathematics and reading?

7. Does community involvement by Hispanic females as measured by the NCQ correlate with achievement as shown by GPA or as shown by CTBS scores in reading and mathematics?

8. Does personal satisfaction in school and life as measured by the Coopersmith Self-Esteem Inventory correlate with achievement by Hispanic females as measured by GPA and/or CTBS standard scores?

9. Do classroom perceptions of Hispanic females as measured by the Classroom Perception Inventory correlate with achievement as shown by GPA or CTBS scores in reading and mathematics?

METHODOLOGY

Evaluation Design

As background for the study, an extensive literature review was conducted, which helped to:

1. Determine what studies have been done to further inform this study.

2. Evolve themes as a background for the interviews and observations of high/low achieving students.

Selection of Subjects, Part I. As part of the on-going study of Equity in Student Placement Practices, a random sample of ten percent of the class of 1989 was selected for study in 1984 to trace achievement, class placement, and other factors associated with equity. This sample was later augmented by an additional random sample of Hispanic female students still in school. There are 130 Hispanic females in the sample. Of this sample, 92 Hispanic females were actively attending district schools in spring 1988. These students and subsets of them constituted the potential subjects for Part I of this study.

Two components of the study were designed to investigate the questions above. In the first, the following procedures were undertaken:

1. From the database, the names, ID numbers, and demographics of the sample were drawn and put into tabular form.

2. Students were located by school site to allow for instrument completion and other contacts.

3. All necessary district personnel were notified of the study, including site principals and counselors.

4. Parents were notified and given the opportunity to withdraw their child from the study.

5. Students were notified of their involvement in the study, encouraged to participate, and offered calculators as a reward for their participation.

6. All participating subjects were asked to complete three instruments for data collection:

   a. The Non-Cognitive Questionnaire
   b. The Classroom Perception Inventory
   c. The Coopersmith Self-Esteem Inventories.

7. Each instrument was scored and tabulated according to its directions.

8. The results for each student on each instrument were added to the database for the subjects.

9. The appropriate statistics were determined and presented in tabular form (see Tables 9 through 11).

10. A correlations matrix was constructed to show the correlations of the various measures (see Table 12). A significance level of $p<.05$ was used in order to evaluate results considered meaningful.

11. Recommendations were formulated based on indicated areas of significance shown by the analyses.

In Part II of the study, two subsets of ten students each were chosen for comparison, one considered high, the other low achieving. A subject was deemed low achieving if her grade point average was two or more steps below her CTBS stanine score in Reading Comprehension and/or Mathematics Concepts and Applications.

Likewise, a subset of 10 high achieving Hispanic female students was chosen for study. A student was deemed to be high achieving if she had a GPA one step above her CTBS stanine in reading comprehension and/or mathematics concepts, or if she had a stanine of 8 or 9 and a correspondingly high GPA. Steps of the GPA and stanines are as follows:

GPA Steps	Stanine Steps
.44	1
.88	2
1.32	3
1.76	4
2.20	5
2.64	6
3.08	7
3.52	8
3.96	9

The selection process described above, in effect, prohibits labeling students with CTBS results of stanines 1 or 2 as low achievers and in general limits the number of students at the extremes of the GPA continuum.

For students falling into either the high or low category, the following was done:

1. Each student was interviewed (approximately one hour) by a consultant of the same ethnicity as the student. Predetermined areas were identified for investigation. These areas were determined with the consultants, as a result of their experiences and as outgrowths of the review of literature, and an extensive interview instrument was developed by the program evaluator. The instrument was then translated into Spanish. Consultants, fluent in both Spanish and English, interviewed students using the language preferred by the student.

2. Each student was observed in her classroom setting to gather data on:

   a. Individual student's classroom reactions, the interactions of the teacher to the students, the lack of interactions, etc.

b. Generalized teacher/peer/student interactions for Hispanic females within the classroom.

Observations were conducted by consultants of the same ethnicity as the student being observed.

3. Where possible, the parents of each student were interviewed in the home by the consultant or other trained person.

Data produced by the interviews and observations were analyzed by qualitative methodology. A report of findings was produced which constitutes Part II of this report.

Instrumentation

1. The Non-Cognitive Questionnaire (NCQ) was developed by T.J. Tracey and W.E. Sedlacek in 1984 for predicting academic success and persistence by non-White students entering college. It has subscales dealing with seven areas:

   - Academic self-concept.
   - Academic motivation.
   - Expected difficulty due to racism.
   - Perseverance.
   - Support.
   - Community service.

   The NCQ consists of 23 items, including two categorical items on educational aspirations, 18 Likert-type items on expectations of college and on self-assessment, and three open-ended items. The open-ended items elicit information on present goals, past accomplishments and related activities. Its reliability and validity for use at the entering college level have been established. (See Tracey and Sedlacek, "The Relationship of Non-Cognitive Variables to Academic Success: A Longitudinal Comparison by Race," Journal of College Student Personnel, September 1985.) The authors gave their permission for modification and use of the instrument.

2. The Coopersmith Self-Esteem Inventories (CSEI), by Stanley Coopersmith, measures attitudes toward self in social, academic, and personal contexts. It is used for individual diagnosis, classroom screening, pre-post evaluations, and clinical and research studies. Its validity and reliability have been established for use with all ages. The 25-item School Short Form was used as recommended by Consulting Psychologists Press, Inc.

3. The Classroom Perception Inventory was used to gather perceptions of the classroom by the students studied. This is an instrument widely used in educational research. It was used in the Evaluation Department in a study of a cooperative learning pilot in the classroom. Its validity and reliability have been established by Robert Slavin at Johns Hopkins University, Baltimore, Maryland.

4. Interview schedules were developed by the program evaluator for interviews with students chosen to be part of the high-low achieving samples. Some questions were revised and edited by the consultants and other members of the advisory committee to the evaluation.

5. The observational instrument was developed by the consultants with the program evaluators and was used as a guide during the classroom observation portion of data collection.

6. An interview schedule was developed for interviewing parents of the students in the high-low samples.

Limitations of the Study

1. This study focused on those students now in the database sample.

2. As the database is characterized by demographic stability, enabling a study of students who have certain consecutive years in the district, the database may not be representative of young Hispanic females in general in San Diego.

FINDINGS: SAMPLE DEMOGRAPHICS, ACHIEVEMENT, AND RESULTS OF SURVEYS

This part of the study will:

- Show analysis of achievement data
- Show results of the surveys administered to the students.

Three questionnaires were administered to each student who agreed to participate in the study (N=70). They were:

- The Student Non-Cognitive Questionnaire
- The Classroom Perception Inventory
- The Self-Esteem Inventory, Adult Form, by Stanley Coopersmith.

Achievement data available on each student consist of:

- Grade Point Averages (GPAs) through the end of Semester 1, Grade 11
- Achievement as shown by Comprehensive Tests of Basic Skills (CTBS), Fall, Grade 11.

The primary importance of these data is to provide a background against which to understand the extensive data and analysis gained through case studies of 20 members of the sample. In addition, correlations of scores on the survey instruments and measures of achievement will be shown.

Demographics of the Sample

The women who served as subjects for this study are a part of a sample of 800 students created when the students were completing Grade 8. Of the 800 original sample, all ethnicities, 130 Hispanic females remained as part of the group. The purpose of creating the sample was a five-year study of equity in student placement. Specifics of the achievement of this sample are detailed in other studies completed by the Evaluation Department. In 1987-88, the year of this

study, these students were in Grade 11. The total number of Hispanic females remaining in the sample after four years, willing to participate in the study and having the permission of their families to do so was 75. Of these, two were still carried as tenth graders, 70 were listed as eleventh graders, and three were shown as twelfth graders.

Table 1 gives certain demographic information about the women in this sample in relation to their socio-economic status (SES) and language level. Differentiation of socio-economic status in the district is determined on the basis of whether or not the student receives free or reduced-price lunches. This determination is based on data supplied by parents when they request free or reduced-price lunches for the student. The table shows that 37 of the 70 students received no reduction in lunch price, while 33 received free/reduced lunch price. Of the 37 receiving no reduction in lunch price, 12 were fluent English speaking, none were in English as a Second Language (ESL), while 25 spoke two or more languages. Of those receiving free/reduced-price lunch, six were fluent English speaking, two were in ESL, and 25 spoke two or more languages. Also, the table shows that 18, or 25.7 percent, were Fluent English speaking and 50, 71.4 percent, spoke two or more languages, while only two, or 2.9 percent, were in the ESL program.

The important data given by the table is that all but two of the sample of students participating in the study spoke either fluent English or spoke both English and another language, Spanish. This does not rule out language as being a barrier to achievement for some students. Students may exit the ESL program before being entirely proficient in English.

TABLE 1
STUDENTS BY SOCIO-ECONOMIC STATUS (SES)
AND LANGUAGE LEVEL
(N=70)

SES	Fluent English Number (Percent)	ESL Number (Percent)	Two Languages Number (Percent)	Total Number Total Percent
No reduction in lunch price	12 (32.4)	0	25 (67.6)	37 (52.9)
Free/reduced lunch price	6 (18.2)	2 (6.1)	25 (75.8)	33 (47.1)
Total Number Total Percent	18 (25.7)	2 (2.9)	50 (71.4)	70 (100)

Table 2 gives additional data in reference to the students and their language. This table shows that 25.7 percent of the students considered English as their primary language while 52 percent deem Spanish their primary language. Table 3, shows a breakdown of the sample according to socio-economic status and residence status. In this instance, resident signifies that the student

attends her neighborhood school; nonresident indicates that the student attends a school outside her normal school neighborhood. This means that the student is a member of the Voluntary Ethnic Enrollment Program (VEEP), attends a magnet school, or attends another school on a Special Attendance Permit. The table shows that 41.4 percent of the sample attend their neighborhood high school while 58.6 percent attend a school outside of their neighborhood. These data indicate that the sample almost equally drew from resident and nonresident students.

TABLE 2
STUDENTS BY SOCIO-ECONOMIC STATUS (SES)
AND PRIMARY LANGUAGE
(N=70)

	English	Spanish	
SES	Number (Percent)	Number (Percent)	Total Number Total Percent
No reduction in lunch price	12 (32.4)	25 (67.6)	37 (52.9)
Free/reduced lunch price	6 (18.2)	27 (81.8)	33 (47.1)
Total Number Total Percent	18 (25.7)	52 (74.3)	70 (100)

TABLE 3
STUDENTS BY SOCIO-ECONOMIC STATUS (SES)
AND RESIDENT STATUS
(N=70)

	Resident	Nonresident	
SES	Number (Percent)	Number (Percent)	Total Number Total Percent
No reduction in lunch price	23 (62.2)	14 (37.8)	37 (52.9)
Free/reduced lunch price	6 (18.2)	27 (81.8)	33 (47.1)
Total Number Total Percent	29 (41.4)	41 (58.6)	70 (100)

Table 4 indicates that, according to analysis using chi-square, there was a significant difference in the socio-economic status of students by residency status, but not by language level nor by primary language. In other words, the table shows that a significantly larger number of students attending school in areas outside their neighborhood attendance area applied for and received free/reduced lunch price: 18.2 percent of the resident students sought and received free/reduced lunch price, while 81.8 percent of the nonresident students did so (Table 3). The implication of this is not explored by this part of the study.

TABLE 4
RESULTS OF CHI-SQUARE ANALYSES OF
LANGUAGE LEVEL, PRIMARY LANGUAGE, AND
RESIDENCY WITH SOCIO-ECONOMIC STATUS
HISPANIC FEMALE SAMPLE
(N=70)

	Chi-square	Degrees of Freedom	Significance
Language Level	3.78	2	n.s.
Primary Language	1.18	1	n.s.
Residency	12.15	1	*

*Significant at $p<.05$.

Table 5 allows for comparison of Hispanic females in this sample with other females in the original sample of eleventh grade females according to socio-economic status. It shows that for the entire sample of eleventh grade female students, the Hispanic sample had the highest percent on free/reduced lunch.

TABLE 5
HISPANIC FEMALES AND FEMALES OF OTHER ETHNICITIES
BY SOCIO-ECONOMIC STATUS (SES)
(N=300)

	Ethnicity					
	Hispanic	White	Black	Asian	Other Asian	Total
SES	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)
No reduction in lunch price	37 (52.9)	127 (95.5)	39 (78.0)	9 (100.0)	32 (84.2)	244 (81.3)
Free/reduced lunch price	33 (47.1)	6 (4.5)	11 (22.0)		6 (15.8)	56 (18.7)
Total Number	70	133	50	9	38	300
Total Percent	(23.3)	(44.3)	(16.7)	(3.0)	(12.7)	(100.0)

Of the students in the sample, three Hispanic females were classified as learning disabled and received assistance through the Special Education Program (Table 6). In the same sample, nine students were classified as being members of the Gifted and Talented Education (GATE) program (Table 7).

TABLE 6
HISPANIC FEMALES AND FEMALES OF OTHER ETHNICITIES
BY SPECIAL EDUCATION DESIGNATION
(N=300)

	Ethnicity					
	Hispanic	White	Black	Asian	Other Asian	Total
Special Education	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)
Not Special Education	67 (95.7)	124 (93.2)	47 (94.0)	8 (88.9)	37 (97.4)	283 (94.3)
Special Education	3 (4.3)	9 (6.8)	3 (6.0)	1 (11.1)	1 (2.6)	17 (5.7)
Total Number	70	133	50	9	38	300
Total Percent	(23.3)	(44.3)	(16.7)	(3.0)	(12.7)	(100.0)

TABLE 7
HISPANIC FEMALES AND FEMALES OF OTHER ETHNICITIES
BY GIFTED IDENTIFICATION
(N=300)

	Ethnicity					
	Hispanic	White	Black	Asian	Other Asian	Total
Gifted	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)
Identified Gifted	9 (12.9)	25 (18.8)	4 (8.0)	2 (22.2)	8 (21.1)	48 (16.0)
Not Identified Gifted	61 (87.1)	108 (81.2)	46 (92.0)	7 (77.8)	30 (78.9)	252 (84.0)
Total Number	70	133	50	9	38	300
Total Percent	(23.3)	(44.3)	(16.7)	(3.0)	(12.7)	(100.0)

Table 8 shows the results of chi-square analyses of eleventh grade Hispanic females and females of other ethnicities in the district. The asterisk indicates the variables showing significant differences at the $p<.05$ level.

In this case both socio-economic status (SES) and residency factors were significant, with Hispanic females more likely to be lower SES and non-resident at their schools.

TABLE 8
RESULTS OF CHI-SQUARE ANALYSES OF
SOCIO-ECONOMIC STATUS (SES),
GIFTED, SPECIAL EDUCATION, AND RESIDENCY
WITH ETHNICITY
(N=300)

	Chi-square	Significance
SES	57.58	*
Gifted	4.65	n.s.
Special Education	1.72	n.s.
Residency	56.64	*

*Significant at $p<.05$ level of probability.

Basic Achievement Data for the Sample of Hispanic Females

For the 70 final participants, the table shows that there were 57 who took the CTBS. Table 9 shows the basic achievement data for the sample of 70 Hispanic females:

- The Grade Point Average (GPA) for first semester, Grade 11 was 2.20, with a range from .17 to 3.71.
- The Cumulative GPA without physical education at the end of Semester 1, Grade 11, was 2.24, with a range from 1.0 to 3.59.
- The mean scale score for CTBS, Reading Comprehension was 773.5.
- The mean scale score for CTBS, Total Reading was 757.6.
- The mean scale score for CTBS, Mathematics Concepts and Applications was 728.1.
- The mean scale score for CTBS, Total Mathematics was 735.5.

TABLE 9
ACHIEVEMENT DATA: GRADE POINT AVERAGES AND
CTBS MEAN SCALE SCORES
N=57

Sample (N)	Semester 1, Grade 11		CTBS Mean Scale Scores			
	GPA	Cum GPA	Reading Comprehen.	Total Reading	Math. Concepts & Appl.	Total Mathematics
Total (57)	2.20	2.24	773.5	757.6	728.1	735.5
Low (7) Achieving	1.22	1.44	769.6	751.7	723.1	732.3
High (8) Achieving	2.53	2.60	775.5	761.4	729.9	731.4

As part of the total sample of 70 subjects who participated in the study, subsets of high and low achieving females were selected for indepth study. The table shows data for these groups also. The definitions of low and high achieving were given in the introduction to the report as follows:

- A student was identified as low achieving if her grade point average was two or more steps below her CTBS stanine score in Reading Comprehension and/or Mathematics Concepts and Applications according to the scale created.

- A student was identified as high achieving if her grade point average was one step above his CTBS stanine in Reading Comprehension and/or Mathematics Concepts and Applications, or if she had a stanine of 8 or 9 and a correspondingly high GPA.

These operational definitions were created to prevent special education students or Gifted and Talented Education (GATE) students from dominating the sub-samples of high/low.

Table 10 allows for some comparison of Hispanic females in this study, all Hispanic females at Grade 11, Hispanic males in Grade 11, and total Grade 11. The table shows, for instance, that achievement in Total Reading for the sample of Hispanic females under study was at the 33rd percentile compared to the 52nd percentile for the district as a whole. In Total Mathematics, this sample of Hispanic females scored at the 48th percentile, while Grade 11 as a group scored at the 72nd percentile. The sample scored about the same as Hispanic females in Grade 11, but 11 percentile points lower than the Hispanic males in Grade 11.

TABLE 10
GRADE 11 CTBS (LEVEL K, FORM U) COMPARISONS (NOV. 1987)
HISPANIC FEMALES IN STUDY VERSUS DISTRICT GROUPS

Test	Hispanic Females I.D. Group N=57			Hispanic Females District N=481			Hispanic Males District N=491			Grade 11 District N=6181		
	Mean Scale Score	Percentile Rank of Mean	Normal Curve Equivalent	Mean Scale Score	Percentile Rank of Mean	Normal Curve Equivalent	Mean Scale Score	Percentile Rank of Mean	Normal Curve Equivalent	Mean Scale Score	Percentile Rank of Mean	Normal Curve Equivalent
Reading Compre.	774	30	39	774	30	39	777	32	40	790	45	47
Total Reading	758	33	40	760	34	41	764	38	44	778	52	51
High (N=8)	762	36	42									
Low (N=7)	752	27	37									
Spelling				744	52	51	738	46	47	756	66	58
Lang. Mechanics				749	56	53	745	54	52	762	67	59
Lang. Expression				721	39	44	722	40	44	735	57	54
Total Language				735	51	50	734	50	50	749	66	58
High												
Low												
Math. Computation				743	64	57	744	67	59	749	80	67
Concepts/Applic.	728	44	46	725	41	45	731	49	49	738	60	55
Total Mathematics	734	48	48	735	49	50	738	59	54	744	72	62
High (N=8)	731	41	45									
Low (N=9)	732	43	46									

Results of Surveys

Three different surveys were administered to 69 students. The instruments were administered to the students in an attempt to find and perhaps isolate variables which correlate to achievement by students. The first of these was the Non-Cognitive Questionnaire (NCQ) developed by T. J. Tracey and W. E. Sedlacek. A description of this instrument is found in the Introduction section of this report. A caution in the use of this instrument is that it has been used primarily with entering college freshmen. No significant changes were made in the instruments other than the recording of demographics and word changes: college to high school, BA to high school diploma, etc. To insure integrity of perceptual reporting by subjects, instruments were administered in groups by a Hispanic female recruited for that purpose.

Elements of the Non-Cognitive Questionnaire were found by Tracey and Sedlacek, for instance, to be predictive of academic achievement of entering freshmen in college and to be predictive of the extent to which a student would go or complete in college.

Table II shows the results of the various instruments in terms of mean responses of 69 students in the study. The means, shown as norms, were for a sample of students entering the University of Maryland. They are useful only as a basis for comparison.

The second instrument administered to all students was the Coopersmith Self-Esteem Inventory (CSEI), by Stanley Coopersmith. It measures attitudes toward the self in social, academic, and personal contexts. Further description is given in the introduction and the publisher's manuals are available. It was given in an attempt to determine whether self-esteem in these areas is correlated with achievement. The Classroom Perception Inventory (CPI) is an instrument widely used in educational research and was used to gather students' perceptions of the school environment and the classroom.

No other subscales of the Non-Cognitive Questionnaire produced data correlated to any substantial degree to achievement. It is not unusual for instruments purporting to measure elements of the affective domain to produce capricious findings, since responses can be easily "faked" to please or displease the person administering the instrument. Nevertheless, when care is taken in the administration of such instruments by a supportive but objective individual, results can be meaningful.

TABLE 11
SAMPLED HISPANIC FEMALES' PERFORMANCE SUMMARY
ON NON-COGNITIVE QUESTIONNAIRE, COOPERSMITH,
AND CLASSROOM PERCEPTION INVENTORY

	Normed Mean	Standard Deviation	This Sample: Mean Response	This Sample: Standard Deviation
Non-Cognitive Questionnaire Subscales (N=69)				
Academic Motivation (Total)	4.36	.63	3.83	.76
Low Achieving (N=15)			3.45	1.07
High Achieving (N=9)			3.84	.52
Perseverance (Total)	3.66	.66	3.44	.72
Low Achieving			3.63	.64
High Achieving			3.18	.77
Leadership (Total)	3.45	.76	3.36	.69
Low Achieving			3.45	.68
High Achieving			2.83	1.03
Academic Self-Concept (Total)	3.74	.96	3.53	.69
Low Achieving			3.35	.33
High Achieving			2.99	.37
Long-Range Academic Goals (Total)	3.87	.86	3.70	1.04
Low Achieving			3.55	1.16
High Achieving			3.61	1.05
Community Service (Total)	2.44	.57	2.50	.43
Low Achieving			2.50	.50
High Achieving			2.44	.40
Support for Academic Plans (Total)	4.61	.70	4.38	.74
Low Achieving			4.35	.53
High Achieving			4.21	.80
Expected Difficulty Due to Racism	2.90	.52	2.60	.69
Low Achieving			2.57	.65
High Achieving			2.77	.67
Coopersmith (N=69)				
Total Sample	66.7	19.2	61.8	22.2
Low Achievers (N=15)			61.2	[illegible]
High Achievers (N=9)			58.7	24.2
Classroom Perception Inventory (N=69)	3.55	1.16	3.35	.69

Data were not available to determine if mean scores of this sample differ significantly from the means reported in the literature associated with the three instruments. The scores of the low achieving group versus the high achieving group did not differ significantly on any subscale of the Non-Cognitive Questionnaire and on only one item of the Coopersmith. No item showed a significant difference between the two groups on the Classroom Perception Inventory. This says, in effect, that the instruments do not discriminate between high and low achievers as defined in this study, where "high" and "low" are relative terms which characterize gaps between GPA and CTBS staninas. It is also probable that the sample sizes of high and low achievers were too small to be representative or to be statistically meaningful. Though not shown to be significantly different, some of the results contradict accepted postulates:

* Low achievers reflect more perseverance that high achievers.
* Low achievers report more support for academic plans than high achievers.

Data were analyzed using the correlational formulas of the Pearson correlation coefficient, or r. This formula measures the linear relationship between two sets of measures for a given sample. It can take on values from -1 to +1, indicating negative or positive linear correlation. Table 12 shows the correlations found for four of the subscales of the Non-Cognitive Questionnaire, the Coopersmith, and the Classroom Perception Inventory. Though the correlations for some items are very low, statistical analysis shows some of them to be significant.

TABLE 12
CORRELATION OF NON-COGNITIVE DATA FROM SURVEYS
TO ACHIEVEMENT DATA: CTBS AND GPA
N=57

Hispanic Female (All N=57) Low Achieving (N=7) High Achieving (N=8)	CTBS Grade 11, November 1988				Cumulative GPA Grade 11, Semester 1 Without P.E.	
	Total Reading Scale Score		Total Mathematics Scale Score			
	Correlation	Level of Probability	Correlation	Level of Probability	Correlation	Level of Probability
Instrument						
Non-Cognitive Questionnaire						
Expected Difficulty Due to Racism						
Hispanic Female	-.19	n.s.	-.12	n.s.	.02	n.s.
Low Achieving	-.70	*.08	-.65	*.06	.03	n.s.
High Achieving	-.03	n.s.	-.06	n.s.	-.48	n.s.
Academic Self-Confidence						
Hispanic Female	.05	n.s.	.17	n.s.	.22	*.07
Low Achieving	.26	n.s.	.57	n.s.	-.32	n.s.
High Achieving	.54	n.s.	.42	n.s.	-.12	n.s.
Academic Motivation						
Hispanic Female	-.18	n.s.	-.04	n.s.	.14	n.s.
Low Achieving	-.58	n.s.	-.54	n.s.	.36	n.s.
High Achieving	.25	n.s.	.29	n.s.	.005	n.s.
Community Service						
Hispanic Female	.20	n.s.	-.03	n.s.	.04	n.s.
Low Achieving	.44	n.s.	.09	n.s.	.29	n.s.
High Achieving	.15	n.s.	-.005	n.s.	.08	n.s.
E. Coopersmith						
Hispanic Female	.26	*.05	.45	*.00	.18	n.s.
Low Achieving	.76	*.05	.58	*.10	.12	n.s.
High Achieving	.20	n.s.	.44	n.s.	.24	n.s.
Classroom Perception Inventory						
Hispanic Female	-.05	n.s.	.21	n.s.	.07	n.s.
Low Achieving	.35	n.s.	.44	n.s.	-.49	n.s.
High Achieving	-.31	n.s.	.63	*.10	-.03	n.s.

*Indicates significance at $p < .10$ level of probability.

The study was an exploratory one to try to find relationships, and the results are not surprising. They tend to indicate that:

- The more students believe that racism will make school achievement difficult, the more these students tend to be low achieving.
- Academic self-confidence is correlated to achievement as represented by cumulative GPA.
- For Hispanic females as a group, responses to the Coopersmith Inventory of self-concept were positively correlated to achievement as represented by CTBS scores.

Summary of Findings

Literature Review. Certain underlying themes recur in the small amount of literature available on the educational achievement of the Hispanic female. The major themes running throughout the literature seem to be those of racial segregation, linguistic isolation, conditions faced at home and school, need for greater parent involvement from the home interacting with more and better qualified personnel in the school, and a need for specific and proactive programs of support and encouragement for the young Hispanic female. Three other themes or needs documented by the literature affecting the Hispanic female are "dead-end" tracking, failure to address the needs of LEP students, and a general lack of support for bilingual education.

Demographics of the Sample. The data show that almost 26 percent of the sample of Hispanic females studied spoke English as the primary language, while 74 percent considered Spanish as their primary language. However, over 71 percent spoke two or more languages. Over 41 percent attended school in the neighborhood while 59 percent attended in another neighborhood through the VEEP or magnet programs. Among females of all ethnicities in the original sample, Hispanic females had the greatest percent on free or reduced lunch and the greatest number who were nonresident students in their school of attendance. Of those on free or reduced lunch, the greater percent attend school outside their family neighborhood. Almost 13 percent of the sample were identified GATE while 4.3 were identified as receiving some form of assistance from the Special Education program.

Achievement, Results of Surveys. The procedures of the study produced a sample with a cumulative GPA of 2.24. From the total sample a low achieving subset with a GPA of 1.44 and a high achieving subset with a 2.60 GPA were chosen for intensive study. The GPA of the low achieving group was significantly lower than the high achieving. There were no significant differences in CTBS scores.

Three instruments were administered to the sample of students: The Non-Cognitive Questionnaire, the Coopersmith Self-Esteem Inventory, and the Classroom

Perception Inventory. The results for the all subscales of the Non-Cognitive Questionnaire were alike for low and high achievers. Two areas, including "expectations that racism will make achievement difficult," and "academic self-confidence," were significantly correlated to achievement, as were the results of the Coopersmith Self-Esteem Inventory.

CONCLUSIONS

The review of literature carried out as a part of this study offers insights which deserve careful consideration and study by anyone contemplating proactive intervention strategies to assist in empowering the young Hispanic women in our schools and society. Needs for basic teacher training are suggested, in that if teachers are conscientiously trying to relate to, understand, and teach young Hispanic women without awarenesses, then they are at a considerable handicap.

The perception that the causes of the low academic achievement of the Hispanic female are diverse, complicated, and strong are correct. The idea that this study only begins a process that should be ongoing and continuous is also correct. The need for proactive interventions is documented, and it may be possible to meet that need.

RECOMMENDATIONS TO STAFF

It is recommended that the review of literature and bibliography appended to this report (see Appendix A) be studied and that the conclusions therein be considered carefully to determine what actions might be taken in response. It is further recommended that the review be disseminated through School Operations Division and Area meetings to create awareness and increase knowledge in answering questions and concerns raised by the review.

It is recommended that the findings in both Part I and Part II of this report be reviewed to identify those areas for further research that might be investigated. As a beginning, these are suggested:

- Successful intervention strategies for students whose classroom achievement as reflected by GPA is below that represented by norm-referenced test scores.
- New ways to organize curriculum to ensure mastery in secondary classrooms by underachieving students.
- The relationship of GPA to CTBS results and causes for the disparity where they exist.
- Innovations in the organization of the school year to promote mastery of course content for willing participants.
- Ways to study and modify the motivational and learning patterns of the underachieving Hispanic female.
- Improved instrumentation for studying the relationship of self-esteem and learning.

RATIONALE

At present the best possibility for empowering the Hispanic female in our schools lies in creating an awareness and understanding of those principles already uncovered and those which may be uncovered by further research. Research by this department indicates that remediation, intervention strategies, and tutoring programs available are either not working or insufficient to cope with the problems at hand: student failure, high dropout rates, unmotivated students, and students struggling to find success. This is true not just for the young Hispanic female, but for large numbers of other students as well. Different programs, strategies, or learning therapies are needed to assure success for those who evidence potential but whose grades indicate a lack of success.

APPENDIX A

REVIEW OF LITERATURE CONCERNING HISPANIC FEMALE STUDENTS

REVIEW OF LITERATURE CONCERNING HISPANIC FEMALE STUDENTS

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for

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April, 1988

In a time when women in the United States are making strides to take hold of their place in the job market, there is one group of women that is staying behind, the Hispanic female. One reason for this may be that Hispanic females constitute a group that consistently does poorely in school and has a higher than average dropout rate. San Diego City Schools is undertaking a study of the conditions and reasons why Hispanic females are not achiving or staying in school.

California will soon become the first state in the U.S. where the majority of the population will be made up of people belonging to ethnic groups other than white. Hispanics constitute one of the largest ethnic groups in California. According to the 1980 census, 19.2 % of the state's population was Hispanic. The median age for all Hispanics in the U.S. was 23.2 and the fertility rate of Hispanic women is 60% higher than the national average. (Doyle, et al. 1987). These statistics indicate that there will be an increase in the Hispanic children population. A large portion of this population will attend schools in California. With these facts in mind, the need to provide quality education not only for Hispanic students, but for students of all ethnic backgrounds becomes urgent. However, Hispanic students continue to be the most highly segregated and the most undereducated major ethnic group in the U.S.

In California 45% to 50% of Hispanic high school students never graduate, and up to 70% drop out of the poorest and most segregated schools. Even among students designated as gifted, 1/5 drop out of school. (Doyle, et al. 1987).

This literature review will focus on some of the studies that have been conducted concerning the development of Hispanic students and the academic context in which they evolve. It must be brought to light however, that rarely is there specific reference to Hispanic females in the literature reviewed, and further, most of the literature regarding the developmental aspect of Hispanic students focuses on the Mexican American population. Finally, it must be noted that several of the studies that are cited in the articles date as far back as 1972. Let it be known that MA will be used troughout the text in place of the term Mexican American.

In an effort to counter some of the many limitations of the existing literature that has focused on the MA child, Arturo Romero proposes a socioecological approach to research. Some of the limitations he describes as follows:

At least 50% of the empirical research is based upon cross-cultural comparisons. Although useful, this practice can lead to faulty conclusions. The majority of the studies show a consistent finding that Anglo students score higher, or in some way do better than MA students (usually with contrived tasks). However, descriptive statements tell us little or nothing about the basis for these differences.

An almost complete reliance on cross-sectional as opposed to longitudinal research designs.

Studies suffer from inadequate description of Mexican-American subject populations, especially with regard to children's language use, generation, and the type of community in which they reside.

Many studies lack control of important confounding variables such as the child's home language, language fluency in English or Spanish, and socioeconomic status.

Many studies have been conducted in school settings while relatively few studies have been conducted in home or neighborhood settings, which may have an equally powerful (if not greater) impact on children's behavior and development.

Although many disciplines may have contributed to the body of literature, most have been within particular disciplines. This has resulted in little cross-fertilization with regard to lines of research and theory between disciplines.

Much of the research has suffered from a lack of coordination and long-range planning. As a result of this unsystematic approach, this research has contributed little theoretical formulations; more important, this research has had minimal impact on social policies and programs which affect the Mexican-American child's development. (Romero, 1986)

Social ecology has been defined as the multidisciplinary study of the impact that physical and social environments have on human beings. (Moos and Insel, p.5) The socioecological approach to research focuses on the individual as the basic unit of study. The objective is to understand the impact of the environment from the point of view of the individual. The physical and social environments must be studied together since neither can be fully understood without the other. A socioecological approach is concerned mainly with individual adaptation, adjustment, and coping. The approach is oriented toward a practical application of research findings, and is dedicated to increasing the amount of control individuals have over their environments. (Moos, 1976).

Background

Mejia examines the attitudes and philosophies of M.A. parents towards childrearing, the role of the teachers of M.A. children, and several studies on preschool and grade school M.A. children.

Mejia begins by alerting the reader to certain factors that must be taken into consideration when examining literature pertaining to the development of M.A. children. First, that "different from Anglo" does not mean "worse". Second, that many studies are characterized by conceptual and methodological flaws stemming from investigators' unperceived perpetuation of cultural stereotypes. Third, that the growth and development of many M.A. children is tainted with the stressful living conditions they face on a daily basis such as high morbidity and mortality rates, substandard schools, dilapidated housing, high dropout rates, poor nutrition, low educational attainment, repetition of grades in school, high incidence of poverty, and a shortage of accesible health and mental health care services in their communities. (Mejia, 1983)

The traditional model of the MA family is characterized by clear sex role differentiation, male supremacy, and female submissivenes. There are two points of view regarding the traditional model of family. The first maintains that the traditional model is stable and possesses very positive characteristics that should be strengthened. The second suggests that the MA family is in transition or has yet to be identified. (Vega, Hough, Romero, et al.) Although the traditional model of the MA family may exist, the degree to which values and roles are adhered to will vary according to the degree of acculturation attained by each member of the family.

MA parents expect their children to be well behaved, obedient, respectful, and deserving of repect. They also expect children to be family oriented. Elders and parents hold places of respect and authority. Children are taught that parents are superior, and that they hold the responsibility to care and educate them. Family decisions are rarely shared with children and adolescents. To some degree, male children are favored over female children especially when it comes to the first born child, more so in Mexican families than in MA families. If a family shows more support for the boys, the girls in the family will have lower self esteem. Girls are taught the necessary skills to be good housewives and mothers. Marriage and childbearing are perceived as blessings and are entered to at an early age. Certain traits have been identified as being of utmost importance in the MA family. These are reciprocity, pride, dignity, trust, intimacy, and respect.

The M.A. child enters school with certain cultural characteristics that conflict with the preconceived notions the teachers she or he encounters have of MA children. The MA child must then adjust to the new identity at school which might conflict with the one she/he has at home.

Mejia refers to studies performed on the behavior of teachers towards MA children noting that "teachers will have different reponses for identical behavior by pupils from varying ethnic backgrounds, socio-economic status, or achievement characteristics." (Mejia, 1983.) In a study conducted by Wahab (1974), with a student population of 70% MA and 30% Anglo children, teacher interactions with students were observed. These interactions varied from rewards and punishment, to academic and nonacademic interaction. Results showed that teachers interact more frequently with Anglo students than with MA students; teachers interact the least with MA girls in all categories.

Discussion

In his article, Orfield summarizes the focus of the articles included in an edition of the American Journal of Education. He states that this particular issue has several objectives which are: to provide an accurate picture of the condition of Hispanic students in the schools, to give examples of the current research objectives and techniques of scholars in the field, and to constitute a body of knowledge that could be used to conduct national studies that focus on Hispanics in the school system. (Orfield, 1986)

Orfield asserts that Hispanics do not form a homogenous group, but rather an extremely diverse group. "Hispanics" can be just arrived immigrants, or second and third generation, Spanish and English speaking people from countries such as Mexico, Puerto Rico and Cuba. The concerns of the articles included in this journal are school segregation, linguistic isolation, high school drop out rates, lack of college matriculation, and the attitude of the Hispanic community towards bilingual education, integration and busing. Hispanics feel that education is crucial for their upliftment and successful involvement in American society.

Because the articles do not address the political reality which underlies the educational policies and performance of Hispanic youngsters, Orfield gives a summary of the Reagan administration's support of programs related to Hispanic education.

The Carter administration had begun to address the concerns of Hispanic public officials who advocated bilingual education policies. This administration increased funding for bilingual programs and began regulations which would aid students from non-English linguistic backgrounds. When Reagan stepped into office in 1980, his policies began eroding the advances which were made under the Carter administration. First he suspended the draft regulations for bilingual education. This was followed by highly critical comments from the Department of Education and the President, concerning bilingual education. The Reagan administration then directed the use of these funds for English immersion programs. To completely dismantle and discredit bilingual education, the Reagan administration argued that bilingual education was in- effective. Inspite of the Reagan administration's campaign against bilingual education, studies were produced whose results announced the success of limited instruction in Spanish, in the overall achievement of Hispanic youth.

Orfield concludes his article by stating that the struggle for bilingual education must be viewed in the wider context of the overall cuts that have been made during the Reagan administration. He also states that, the situation may have to come to a crisis point before substantial changes are made as was the experience of Blacks during the 1960s. He suggests further research in the areas of the "correlation between education and work, catholic education, the role of the combined force of teachers, counselors and administrators, and the factor of linguistic isolation" in the education of Hispanic youths. (Orfield, 1986).

The political climate is an important variable to consider as part of a student's total reality; but the environment, that is, the neighborhood and community also have a vital role to play in the quality of education any student receives. Arias presents useful data which highlights the environmental factors such as residential segregation and linguistic isolation which inhibit the performance of Hispanic secondary students.

Various statistical data are cited which reveals the disparity between Whites and Hispanics, and Blacks to a lesser degree, in attainment of mathematic and verbal skills which would enable them to compete for college admission. Several statistics in particular are meaningful for our purposes. These are statistics that point out the states with the largest Hispanic and school age population, CA, NY, TX, AR, and FLA, (ILL also). In these states, the majority of Hispanics live in urban environments, are low income, linguistically isolated, curriculum tracked and educationally segregated. The causes are many, such as the inability of school systems to integrate these students in mainstream classes because of supposed linguistic handicaps. The surge in bilingual education has now resulted in a downswing in lieu of pro-monolingual (English only) policies. In the last 25 years the Hispanic population has increased 5 times the national average. The poverty level for this group is twice as much as for non-Hispanic. Standardized achievement scores are significantly lower than those of white students. Generally because of curriculum tracking Hispanic students are enrolled in higher numbers in vocational, agricultural, business and commercial classes. Hispanic students are generally underrepresented in college prep courses.

The attrition rate for Hispanic students in secondary schools is also significantly high. 40% of all Hispanic students do not graduate from high school. Three factors have been used when identifing students at risk for becoming high school droupouts. They are 1) low socioeconomic status, 2) language minority status, 3) Hispanic ethnicity. Other reasons that contribute to this high percentage of attrition is "early academic failure, negative interactions with teachers and personnel and a lack of correspondence between the needs of Hispanic youths and the programs offered by the schools" (Arias, et al. 1986).

The fact that Hispanics have maintained the Spanish language over several generations has promted beliefs that they refuse to learn English. This in turn has contributed to the recent wave of new laws advocating "English only" and "English as the official language of the country." What occurs in reality is that Hispanics aquire English as a first language over a period of three generations. Close proximity to Mexico, and the constant influx of new immigrants contributes to the persistance of Spanish in Hispanic communities. (Arias, 1986)

Blacks fought during the 1950s and 1960s for quality education. It was believed by many that integration into the public school system would alleviate the wide gulf between the educational attainment of Black and White youth. "Now Hispanics have the dubious distinction of being not only the most undereducated group of American children but also the most highly segregated" (Orum, 1986). The other side of the racial segregation coin is linguistic isolation. Hispanic students attend schools where there are large numbers of Limited English Proficient (LEP) students, which in turn limits their exposure to native English discourse.

To offset the damaging results of the inequitable conditions which affect Hispanic youth, curriculum tracking needs to cease, overcrowded

classes should be reduced the number of experienced teachers, and resources allocated to these schools should be increased. Other variables such as urban segregation, gang violence and linguistic arrogance if not diminished will continue to exacerbate this already national crisis.

The articles in this literature review shed light on an abundance of data which serves to indicate the widespread and serious nature of high attrition and low achievement of Hispanic students. By providing this data, we are forced to generate new data and formulate new questions. This was the goal of two San Diego State University professors. They examined achievement levels of students in primary and secondary grades, and formulated questions which were to direct attention to the low achievement of minority students especially those of Hispanic backgrounds.

The study conducted by Espinosa and Ochoa, focused on the California public school districts' inability to educate Hispanic, LEP, and Black students. The students sampled were enrolled in California public elementary and high schools during the 1977-78 school year. The results of their study shows that 80% of these students attend schools that are below the fiftieth percentile by the time the students reach the 3rd grade. In this study Espinosa and Ochoa sought to answer the following questions:

How are students of various ethnic and linguistic backgrounds distributed in schools with different levels of achievment?
How do students of ethnic and linguistic backgrounds relate to reading and math achievement?
What are the characteristics of schools that produce high/low achievement from students of various ethnic and linguistic backgrounds? (Espinosa and Ochoa, 1986).

One of the findings in this study was that Hispanic students in the public schools are highly segregated. 80% of 3rd grade Hispanic students attend public schools that are well below the state average as measured by the CAP reading and math scores. Results indicate that the achievement of Hispanic students begins to decline in the first three years of school and continues through the 12th grade, having never been able to catch up. It was also noted, that as the concentration of Hispanic students increased at a given school, the achievement scores decreased.

Matute Bianchi focuses on a suburban agricultural community in central California. In her ethnographic analysis, she looks at "variables such as ethnicity, ethnic identity minority status and perceptions of adult opportunities and how this interrelation affects school involvement and performance" (Matute Bianchi, 1986). It compares the results of students of Mexican background with students of Japanese background.

The findings in this article are consistent with other data which states that over half the number of Hispanics who enter high school never graduate. In addition, this article goes beyond mere repetition

of data. Matute-Bianchi categorizes students based on a premise which asserts the heterogenous nature of the Hispanic population. Based on this categorization she is able to give reasons why some students are successful while others are not.

The author divides students of Mexican descent into the following categories: 1) Recent Mexican immigrants, 2) Mexican oriented, 3) Mexican-American, 4) Chicano, 5) Cholo. Students in the various categories differ in their attitude towards school, their involvement in school activities, and their overall performance. Students with the highest success rate are those from the Mexican oriented and Mexican - American groups. Reasons for their success were that they were involved in school organizations such as the Sociedad Bilingue which offers scholarships to college, and field trips to university campuses, and mainstream organizations such as school government. In addition, the more American oriented did not participate in organizations that were expressly "Mexican." Many of these students also have a much more realistic understanding of the necessity of successful completion of high school in order to prepare for college entrance. They know generally what courses to take, and the importance of being involved in school activities. These students look to adults in the schools for guidance and as role models. They express interest in computer related professions, banking, and large corporations. They want to "have a nice car, a nice house, a nice job and enough money so you don't have to worry." (Matute-Bianchi, 1986).

Students with the lowest level of success are those who are recent immigrants, and those who term themselves, Chicano and Cholo. Reasons for failure of the recent immigrant group are different from the Chicano and Cholo groups. The main reasons were, lack of proficiency in their primary language. These students are in the LEP group, and are usually in ESL classes. Educators believe that success in a second language is based on proficiency in the primary language. Students in the Chicano and Cholo groups have behavior which is inconsistent with high performance in school. They usually look down on academically minded Mexican peers, are not involved in school activities, or enrolled in college prep courses. These are the students that are in remedial courses. These students usually have low class attendance, exhibit disruptive behavior have a record of non-preparedness, and fail to complete class assignments. Students of the Cholo group indicate affinity to gangs and gang related activities. They are also deemed unsuccessful because they lack academic skills in both Spanish and English and because they are not motivated or interested in school. "These students are held in low esteem by the other Mexican descent students in the school as well as by mainstream students who often express fear or contempt of what they recognize as Cholo or Chicano. Both Cholos and Chicanos have low status in the school, and are marginalized members of the school community. They are not active participants in school activities" (Matute-Bianchi, 1986).

For the most part, Japanese American students are successful. They have assimilated into mainstream society and really do not want to be involved in school organizations that emphasize their ethnic identity. These students exhibit a more specific understanding of courses that

will prepare them for college, and of the distinctions among universities, such as the difference between state schools and private universities such as San Jose State and Stanford. Japanese-American students have role models who are active in the desired professions either in their family or among their parents' close friends. Mexican American students on the other hand, do not know adults in the professions they would like to persue.

Attitudes of teachers towards Mexican Americans and Japanese Americans are divergent. Those directed towards Mexican Americans are stereotypically detrimental. The "nice Mexican students" are looked at as being polite, respectful and eager to please, but they are also viewed as being "unprepared for the rigors of formal "schooling." On the other hand, Japanese students are looked at as being smart in math and science, obedient and diligent. Japanese Americans have assimilated "linguistically and culturally into mainstream white middle class culture, to make them indistinguishable from the dominant group. In addition they also enjoy a view by the public of being good students, which does not negatively affect their experience in school.

Unlike the experience of the Japanese Americans, Mexican Americans are disadvantaged because of their non-English speaking background, unfamiliarity with school rules and expectations, informed knowledge of school curriculum, etc. These students do not exhibit ambivalence between assimilating into the mainstream and maintaining their Mexican culture.

Unlike the Mexican Americans, the Chicanos and Cholos are not able to maintain their culture and assimilate into mainstream culture. They view the adoption of white middle class behavior as being a negation of their Mexicanness. Their behavior challenges the policies and expectations of the school and school personnel. They often resist the effort that it takes to be a "good student".

Chicanos and Cholos may view school as a symbol of mainstream culture and mainstream society, therefore they resist the demands that school and mainstream society places on them in order to maintain their cultural identity. "The construction of this identity is the product of historical and structural forces of exclusion and subordination by the dominant group, as well as the vehicle of resistance that the group has made to structured inequality." (Matute-Bianchi, 1986).

Conclusion

The literature reviewed here reveals that there are certain recurring themes that are affecting the way Hispanic students perform in school. Although the purpose of this review is to unveil some of the reasons Hispanic females in particular have the lowest achievement and the highest dropout rate, specific data was rarely available. These themes viewed separately carry a serious burden, and together pose a tremendous challenge for those who are directly involved in the educational process of students of other ethnic backgrounds. The underlying themes that appear throughout the articles are:

1. Racial Segregation - Hispanic students have been replacing Black students as the most racialy segregated and most undereducated ethnic group in the U.S. Hispanic students attend schools where more than half of the student population is made up of children of ethnic groups other than white. These schools are usually located in inner city neighborhoods that are plagued by decaying housing, violence, substance abuse, poverty, and other such oppressive conditions that are not conducive to learning. Studies show that as the number of Hispanic students increases at a particular school, the achievement scores for the school decrease.

2. Liguistic Isolation - High numbers of Hispanic students attending the same schools can be equated with high numbers of LEP students, which results in these students' limited exposure to the English language. By being isolated from native English speaking peers, they cannot attain the fluency and language skills necessary to function in the regular instructional programs. Hispanic students continue to be tracked into to the programs that are least challenging, usually geared towards vocational, agricultural, or office skills programs. Hispanic students are greatly underrepresented in college prep programs.

3. Some of the literature revealed that there are certain limitations in the research conducted on the development of Hispanic children or on the conditions they face at home or at school. It is believed that investigators should consider other approaches when conducting new research projects of the Hispanic population. One approach could be the socioecological approach, which focuses on individuals or individual ethnic groups as opposed to making cross-cultural comparisons. There is a need for new research that can have practical applications, and make a greater impact on social policies that affect Hispanic students directly.

4. Studies show that parent involvement and parent education make a considerable difference in the achivement of Hispanic students. Parents need to be informed of the progress, options, and opportunities that are available to their children. This might require additional staff members who are fluent in Spanish, who can make home visits, and present material at parent involvement workshops. Parents must become active participants in their children's education.

Some school districts, such as South San Francisco Unified School District, have made efforts to reach their Hispanic students population. In this case, they developed programs geared specifically towards Hispanic girls. The following is a description of the program:

"Hispanic girls selected for the program were in 8th and 9th grade. The parents of these students were included in a variety of activities. This phase of the orienta- tion was to emphasize, to the student, the need and the opportunity to work in business occupations which pay more than the minimum wage." (Wilson, 1988. p. 39)
The program included the following components:

1. A special evening meeting was conducted by a counselor to explain the goals of the program and gain parental support.

2. Individual counseling sessions were held with the student and parent to explore personal and educational goals and to discuss classes offered in business.

3. Group counseling sessions focused on the realities of life for women after high school, in particular for Hispanic women. The impact of the information on the students life and future was discussed at length.

4. Guest speakers from business fields were invited to speak to the girls. It is important that the visiting speakers serve as role models for the girls as well.

5. When the time came for registering for classes, students were personally contacted to encourage and remind them to sign up for business classes.

6. During the summer a series of field trips and orientation meeting were organized for the selected girls.

7. During school, the girls had additional help if they were experiencing difficulty in specific business classes. (Wilson, 1988).

The irony of this program is that this program was designed to improve the job skills of the selected Hispanic girls. The jobs they were preparing for were: "sales clerk, cashier, secretary, stenographer, bank clerk, bookkeeper, accounting clerk, computer operator, typist, and word processor." (Wilson, 1988). This program could very well be applied to a college bound program for professions in business management, accounting, or computer programming.

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